



Parkwood
Primary School

Key Stage 2 Reading Policy

DATE December 2022

Review: Every Two Years
Date of Next Review: December 2024

Coordinator		Nominated Governor	
Karen Pigott Claire Bird		Terry Wildman	
Headteacher		Date	
Chair of Governing Body		Date	



Teaching Reading in Key Stage 2

Introduction

Parkwood Primary, we understand the important role reading plays in the lives of our pupils and how it impacts on their learning in all other areas of the curriculum. We believe that learning to read is an essential part of every child's education, because reading is not only the key to success but also feeds pupils' imagination and opens up a treasure-trove of wonder and joy for curious young minds.

Aims

At Parkwood Primary School we strive to ensure that all children become successful, fluent readers. We believe this is achievable through a combination of strong, high quality and discrete teaching of synthetic phonics teaching combined with a whole language development approach that promotes a 'reading for pleasure' culture.

This policy is aimed at reinforcing a consistent, high-quality approach to the teaching of reading once the children are secure in phonics. At Parkwood Primary we teach our older children through Destination Reader which is a whole class reading approach based on extensive research on reading pedagogy.

Through Destination Reader we aspire to foster children's lifelong love of reading, whilst developing skills to create skilled and reflective readers.

Rationale

Once our children become readers, their reading journey continues with Destination Reader and they are taught how to understand what they are reading. These daily sessions incorporate whole class modelling prior to the children applying their skills through partner work and independent reading. Understanding is deepened by the use of a series of reading strategies and language stems. Our children read with greater understanding, independence and, above all, enjoy reading more. These structured reading sessions allow the children the opportunity to explore both reading for pleasure and purpose.

Purpose

- To foster a life-long love of reading in our children
- To ensure children develop their thinking and understanding of texts.
- To ensure children develop their vocabulary knowledge.
- To ensure the children build up their reading stamina.
- To engage the children in meaningful dialogue as they explore texts together.




Destination Reader – Guidance for Teaching Reading at Key Stage 2

The school uses a structured approach to the teaching of reading at KS2 using whole class sessions which include modelling, discussion of texts and independent reading. Children’s understanding of a text is deepened by the use of a range of reading strategies and language stems. High quality texts are used so our learners have access to high-level vocabulary. Vocabulary is displayed using words and images with clear definitions given. Teachers use think aloud to model and children engage in partner talk during the session to respond to each text.

Weekly Structure

Day 1	Day 2	Day 3	Day 4	Day 5
 <p>Core text Knowledge and skills</p>	 <p>Core text Knowledge and skills</p>	    <p>Independent reading Orientation Revision of skills</p>	  <p>Independent reading Orientation Revision of skills</p>	 <p>Written comprehension: Seen/ unseen</p>

Structure of the Session

Structure of a DR Reading lesson	
Before reading whole class 15 mins	Knowledge: Recap or introduce text, context and vocabulary : Text orientation Skills: introduce or revise lesson strategy/focus: What we are learning and how to be good at it Learning Behaviour focus: Rules of engagement
	 Model strategy through think aloud with displayed text.
	 Mixed partners practising strategy.
Independent reading 25mins	 Partner or independent reading focussing on strategy(ies) where possible. Teachers to monitor ratio of reading / talk so that children build up reading stamina on longer texts. Talk may be during reading or during a plenary.
After reading 5 mins	Checking understanding through: Oral discussion or written form Clarify tricky vocabulary Children evaluate their use of the learning behaviours .

Within the sequence adaptations are made to suit different cohorts and teachers adapt their teaching to the needs of their children.

Reading Strategies

There are seven main reading strategies taught in Key Stage 2. These are:

- Predicting
- Inferring
- Asking questions
- Evaluating
- Clarifying
- Making connections
- Summarising

We also focus on retrieval in all reading sessions. Please see the teaching guidance for modelling at the end of this policy.

The Big Picture – Teaching written reading comprehension

The children are explicitly taught how to answer questions and write responses. Active reading is encouraged to engage the children with a text. Answers are modelled and different question types are used. A range of text genres are used throughout the term with both known and unknown texts being selected.

